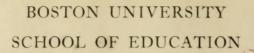
Van Dusen, M.E. A compilation, tabulation and analysis of 1947 spelling errors in grade three...



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Thesis

A COMPILATION, TABULATION AND ANALYSIS

OF SPELLING ERRORS IN GRADE THREE

FOR AN EIGHT WEEK PERIOD

Submitted by

A. Elizabeth Van Dusen
(B. S. in Education, Boston University, 1942)

In partial fulfillment of requirements for the degree of Master of Education 1947

First Reader: Helen A. Murphy, Assistant Professor of Education

Second Reader: Donald D. Durrell, Professor of Education

Third Reader: W. Linwood Chase, Professor of Education

Gift of A.E. Van Dusen School of Education May 12, 1947. 28068

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Acknowledgement

The writer wishes to express her appreciation to Dr. Helen Murphy for helpful suggestions and criticisms.

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CHAPTER I

RELATED RESEARCH

Statement of the problem. -- The purpose of this study is to compile, tabulate, and analyze a list of spelling errors from all of the written work of seventy-five pupils in two third grades for a period of eight weeks beginning December 2, 1946, and ending February 7, 1947.

The unusual number of spelling errors in free writing leads the writer to believe that there is a need for supplementary spelling lists. Many different errors have been observed in the free writing of the pupils in the third grade and these errors are made by many different pupils.

It is hoped that this study will show a need for individual supplementary spelling lists and that a teacher can gain much information from an analysis of these errors.

Tidyman stated: "The words that a child needs to know how to spell are in the main the words that he uses in writing."

Breed stated: "Spelling is a branch of English instruction. Its central purpose is to contribute to efficiency in written composition."

^{1/} Willard F. Tidyman, The Teaching of Spelling. New York: World Book Company, 1919, p. 3.

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Since the purpose of this study is to compile, tabulate, and analyze spelling errors, it seemed logical to study research concerning spelling errors, selection of words, and methods of teaching spelling.

Errors. One of the first extensive investigations in spelling errors was made by Hollingworth in 1918. She noticed from the daily records of misspellings in her experimental group that the most frequent errors were due to lapses. These errors included omissions, substitutions, and transpositions. She found that the child could correct such an error as soon as his attention was called to it. She also concluded:

There is no one specific remedy for poor spelling. Of three children equally poor in ability as measured on a spelling scale, the one may require special drill in forming bonds between the sounds of words and the muscular acts necessary for articulating them; another may need special practice in 'binding' the arbitrary written or printed symbols with the sound which represent objects, acts, etc.; the third may experience special difficulty in forming the bonds between the representatives in consciousness of the visual symbols, and the motor responses necessary to produce the written word spontaneously, at pleasure.

Book and Harter conducted an investigation in 1926 to find the kinds of errors made regularly by learners of spelling. Over

^{1/} Leta S. Hollingworth, The Psychology of Special Disability in Spelling.
Teachers College, Contributions to Education, No. 88. New York:
Teachers College, Columbia University, 1918, p. 8.

^{2/} Ibid., p. 102.

^{3/} William F. Book and Richard S. Harter, "Mistakes Which Pupils Make in Spelling." Journal of Educational Research, 19: 106, February, 1929.

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^{2/} Tuld., p. 102.

^{2/} William I. Mook and Alchard C. Herter, Whistakes hade I mailly to learning . 1989. The mail of Admosticant assessed, 19:1108, Tebrusry, 1989.

a period of three months they collected 5,196 papers from the pupils in the Indiana Public Schools and freshmen at Indiana University and classified 18,840 spelling errors. Among the eighteen types of classification were omission, addition, substitution, transposition and phonetic spelling.

Mendenhall made a study of spelling errors in 1929. A sample of 2300 words was chosen. These words were administered to about 100 public school children in grades I to VI. Altogether, some 280,000 spellings, correct and incorrect were assembled for the study. To secure information showing the trends in error, the words were presented one grade level above that in which they were usually taught.

Mendenhall found in his study of the most frequent errors that: "(1) 85 per cent are in omission and substitution of letters; (2) 75 per cent are phonetic; (3) 4.5 per cent are homonyms."

Carroll studied the spelling errors made by 100 bright children and 100 dull children from the fourth and fifth grades of a public school to discover the comparative ability of bright and dull children to generalize.

^{1/} James E. Mendenhall, An Analysis of Spelling Errors. New York: Bureau of Publications, Teachers College, Columbia University, 1930, p. 5.

^{2/} Ibid., p. 10.

^{3/} Herbert A. Carroll, Generalization of Bright and Dull Children - A Comparative Study with Special Reference to Spelling. Teachers College, Contributions to Education, No. 439. New York: Teachers College, Columbia University, 1930, p. 54.

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Carroll drew the following conclusions from his study:

- 1. Bright and dull children show marked differences of degree in the kinds of spelling errors which they make.
 - a. The bright make a higher percentage of one-letter errors.
 - b. The dull make a higher percentage of group errors.
- 2. Bright and dull children are affected differently by the length of the word and by the position of the syllable.
 - a. The bright have a lower percentage of difficulty with the shorter words and a higher percentage of difficulty with the longer words than the dull.
 - b. The bright have a lower percentage of difficulty with the first part of a word and a higher one with the middle and last parts.
- 3. The bright are much more likely than the dull to spell words phonetically.
- 4. The psychological explanation of each of these differences appears to lie in the marked superiority of the bright over the dull in phonetic generalization ability.

Selection of Words. -- Fitzgerald studied the errors made in personal letters written in life situations by children of the fourth, fifth, and sixth grades. He compiled a list of 2,106 words from this study. It is interesting to note that about half of all the errors he discovered were on 148 words.

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^{1/} Herbert A. Carroll, op. cit.

^{2/} James A. Fitzgerald, "Words Misspelled Most Frequently by Children of the Fourth, Fifth, and Sixth Grade Levels in Life Outside the School." Journal of Educational Research, November, 1932, p. 212-213.

^{3/} Arthur I. Gates, A List of Spelling Difficulties in 3,876 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1937.

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^{3/} Arthur I. Cates, A List of Spelling Difficulties in 5,876 Words.
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Foran claimed that:

Spelling errors are due to a variety of causes, some of which are more important than others. Variations in the nature of the mistakes are produced by differences in the degree of ability of the pupil, his age, experience, and other conditions of learning. Many of them are due to careless writing and to failure to adopt a critical attitude in regard to written work. Such errors can be eliminated only through suitable incentives.... It is probable that better provision for individual differences will enable pupils of various degrees of ability to learn the words for which they will have the most need.

Foran also states that: "All studies agree that phonetic misspellings form the most important type of spelling mistakes."

Also, Hildreth found that phonetic errors were common among children and that many errors are due to the addition and transposition of letters.

Suzzalo believed that spelling should deal with the child's real spelling needs that arise in connection with his spontaneous

^{1/} Thomas G. Foran, The Psychology and Teaching of Spelling. Washington, D. C.: The Catholic University Press, 1934, p. 109.

^{2/} Gertrude Hildreth, "Spelling Errors." The Implications of Research for the Classroom Teacher, Washington, D. C.: National Education Association, 1939, p. 162.

^{3/} Henry Suzzalo, The Teaching of Spelling. New York; World Book Company, 1911, p. 29.

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^{2/} Henry Susualo, The Teaching of Spalling. New Yorks world Book Company, 1911, p. 89.

written compositions. In his opinion, texts should be supplemented by word lists made by the individual teacher in the course of teaching his particular class.

In Tidyman's opinion, "The words that a child needs to know how to spell are in the main the words that he uses in writing."

2/

Tidyman goes on to state that:

Not all the words that children use spontaneously are of equal importance for spelling purposes. In general, the words vary in value as the frequency of use. Only the commonest words should be chosen for special study.

The use of the word is the most important factor in determining the grade in which it should be taught. The child should learn to spell words at approximately the time that he is going to use them. 3/

McKee agrees with Tidyman by stating that the writing that children do should help to determine the selection and the grade-placement of spelling vocabulary. However, McKee does not wish to infer that investigations of children's writing vocabulary will yield a complete solution of the problem.

However, a careful tabulation of important errors found in the spontaneous writings of children should furnish data on the spelling difficulty of individual words. Such procedure probably would provide a more valid measure of spelling difficulty than would ordinary testing.

^{1/} Willard F. Tidyman, The Teaching of Spelling. New York: World Book Company, 1919, p. 3.

^{2/} Ibid., p. 4.

^{3/} Ibid., p. 10.

^{4/} Paul McKee, "Research Values in Children's Writing Vocabularies." Elementary English Review, 7:73, March, 1930.

^{5/} Ibid., P. 76.

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In Durrell's opinion:

It is preferable that a child develop security in use of a small spelling vocabulary suitable to his grade and derived from the demands of written composition, to his attempting mastery of a long list from which will result confusion concerning many unrelated words.

The implications gathered from Cook's study were that pupils tend to learn to spell the words they use most frequently and which represent fundamental life interests. From this study he concluded that:

It is probable that many words of high frequency could be omitted entirely from the course of study in spelling without impairing the spelling ability of the final elementary school product. This would permit more time to be spent on the words of high frequency which persistently give difficulty or upon words of lower frequency than are now included in the elementary spelling lists.

In Breed's opinion, frequency of children's usage is a sufficient basis for word selection in Grades II-IV, if the frequency values are large enough to be reliable.

Breed warns that there have been defects in the method of tabulating and selecting the words in many of the investigations of children's vocabularies. Before one is in a position to select

^{1/} Donald D. Durrell, The Improvement of Basic Reading Abilities. Yorkers-on-Hudson, New York: World Book Company, 1940, p. 267.

^{2/} Walter W. Cook, The Measurement of General Spelling Ability Involving Controlled Comparisons Between Techniques. University of Iowa Studies, Vol. VI, No. 6. Iowa City, Iowa: University of Iowa Press, 1932, p. 109.

^{3/} Frederick S. Breed, "Selection and Gradation of the Spelling Vocabulary."
Sixteenth Yearbook of the National Elementary Principal, Washington,
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^{5/} Frederick S. Breed, "Selection and Gradation of the Spelling Vocabulary."
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the spelling vocabulary, it is evident that the available source material must be collected and carefully analyzed.

Fernald claimed that the most satisfactory vocabulary is that supplied by the child himself. He continued to state that children who learn to spell by learning new words as they write what they want to say will not need to be supplied with spelling books or formal word lists of any sort.

Archer found that children learned to spell four or five thousand words, but many children can spell more words than this number. In the light of his evidence, transfer must take place, or these additional words are learned in some other way. It is probable that the closer the similarity of forms the greater the transfer and as words become more dissimilar, positive transfer becomes less and less.

Methods of teaching spelling. -- King conducted a study to determine the results of learning and applying seven spelling rules in grades III to VIII. After each teaching period an examination was given in each rule to test the children's ability to remember the rule and to apply it both to real words and to nonsense words. The general findings were as follows:

^{1/} Grace M. Fernald, Remedial Techniques in Basic School Subjects. New York: McGraw-Hill Book Company, Inc., 1943, p. 206.

^{2/} Clifford P. Archer, Transfer of Training in Spelling. University of Iowa Studies, Vol.V, No. 5, Iowa City, Towa: University of Iowa Press, 1931, p. 7.

^{3/} Luella M. King, Learning and Applying Spelling Rules in Grades Three to Eight, Teachers College Contributions to Education, No. 517. New York: Columbia University, 1932, p. 60.

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Sight, Teachers College Contributions to Education, No. 517. New York; Columbia University, 1932, p. 60.

- 1. Efficiency in learning to state and apply the rules was increased from grade to grade.
 - 2. Scores on nonsense words showed the same general errors as the real words, but the mistakes usually were more numerous, probably because the unfamiliarity of the material made reasoning more difficult and because there was no help from words already learned.

Carson conducted an extensive survey of teacher preferences in text arrangement in the field of spelling and found that teachers of the country prefer:

- 1. A spelling text arranged on a weekly list assignment plan.
- 2. One spelling list for the grade.
- 3. The study test plan of teaching.
- 4. Weekly review of lessons in the text.
- 5. Words printed in two forms, as a whole and in syllables.
- 6. Teaching the meaning of a word, and then the spelling.
- 7. A hundred per cent mastery of a limited list 3000 words.
- 8. That all pupils have the same spelling list.
 2/
 McCarthy compared the flash card method of teaching spelling
 with the study-test method in grades two and three.

A summary of total results of the final test of

^{1/}Olive G. Carson, "Teacher Preferences in Text Arrangement in the Field of Spelling." unpublished Master's thesis, Boston University, School of Education, Boston, Mass., 1933, p. 71.

^{2/} Mary G. McCarthy, "Comparison of the Flash Card Method of Teaching Spelling with the Study Test Method in Grades Two and Three," unpublished Master's Thesis, Boston University, School of Education, Boston, Mass., 1942, p. 39.

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sixty words showed a statistically significant difference of 7.68 in favor of the flash card method in Grade II. In Grade III the difference of 14.66 in favor of the flash card method was statistically significant. 1/

Dolch advocated drill as essential to the teaching of spelling.

But he stressed that it must be carried on in such a way that the

child will not lose interest in spelling.

Watson concluded from his study that:

There is little that can be considered finally conclusive in either the experimental or the theoretical treatment of the various aspects and problems involved in the teaching of spelling. On practically every phase one finds experimental evidence and authoritative opinion to support either of two directly opposite recommendations. There is scarcely a point that is not a subject of considerable controversy.

Wilson made a study over a period of three years to determine:

- 1. The spelling needs of third grade children (the words needed in written composition) and
- 2. Which of three spelling textbooks met the spelling needs of these children.

Wilson's conclusions were:

- 1. No one textbook in spelling can adequately fulfill the spelling requisites of written composition.
- 2. A spelling list made from the words children need in written composition serves for another group in the same grade better than does a list of words in a speller.

^{1/} Mary G. McCarthy, op. cit., p. 40.

^{2/} William Dolch, Better Spelling, Champaign, Illinois: The Gerrard Press, 1942, p. 131.

^{3/} Alice E. Watson, Experimental Studies in the Psychology and Pedagogy of Spelling, Teachers College, Contributions to Education, No. 638. New York: Teachers College, Columbia University, 1935, p. 4.

^{4/} Louis Ada Wilson, "Children's Spelling Needs and Their Implications for Classroom Procedure, Elementary School Journal, 47:98, October, 1946.

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 - 1/ Mary G. McCarthy, op. cit., D. AG.
- 2/ William Dolch, Better Spelling, Champaign, Illinois: The Gerrerd Fress, 1942, p. 151.
- 3/ Alice E. Watson, Txperimental Studies in the Psychology and Pedagogy of Syelling, Teachers College, Contributions to Loudstion, No. 858. New York: Teachers College, Columbia University, 1985, p. 4.
- 4/ Louis Ada Wilson, "Children's Spelling Woods and Their Implications for Classroom Frocedure, clementery school Journal, 47:98, October, 1946.

- 3. Children in the third grade should be taught those words which they need in written language and which are located somewhere in the first five thousand words most frequently used. The data show that a large percentage of the words used by children appear in the first five thousand of the Thorndike list.
 - 4. It seems reasonable to suggest that children's spelling is an individual problem and a continual vocabulary development; that present standardized spelling tests are scored too low in rating spelling which is essential for efficiency in written language; and that there is a field for possible future research looking toward improvement of the dictation division of the standardized tests.

Fuller made a compilation, tabulation, and analysis of spelling errors from all of the written work of ninety-one pupils in three fourth grades for a period of ten weeks. The following conclusions were drawn:

- There is a definite need for individual supplementary spelling lists.
- 2. Spelling errors are most frequent in supplementary words.
- 3. There were ninety-three most frequently misspelled words in this study which are recommended for a class supplementary list.
- 4. An analysis of the most frequent errors in the words of highest frequency showed that the majority of errors were errors of omission and substitution.

These readings show that there is much controversy in the field of spelling errors, word selection, and methods of teaching. With the exception of the study by Fuller, no investigator has attempted to compare spelling errors in written work with the words they have been

^{1/} Marion C. Fuller, "A Compilation, Tabulation, and Analysis of Spelling Errors in Grade Four," unpublished Master's Thesis, Boston University, School of Education, Boston, Mass., 1940, p. 41

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^{1/} Marion C. Fuller, "A Compilation, Tabulation, and Analysis of Smalling Stroms in Grade Pour," unpublished Waster's Thesis, Boston University, School of Education, Boston, Bases,; 1940, p. 41

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CHAPTER II

PROCEDURE

Restatement of problem. The purpose of this study is to compile, tabulate, and analyze a list of spelling errors from all of the written work of seventy-five pupils in two third grades for a period of eight weeks beginning December 2, 1946 and ending February 7, 1947.

Method of collecting errors. At the completion of each day for a period of eight weeks, all the written work accomplished in each of the two third grades with a total enrollment of seventy-five pupils was carefully checked for spelling errors.

Arrangement of misspellings during process of collecting errors. A file card was made for each of the seventy-five pupils whose spelling errors were used in this study and their names were arranged alphabetically by classes. On each pupils file card was listed the misspelled words and the types of errors made. If the same type of error was repeated, this was noted by checking the original error.

Compilation of spelling errors. At the close of the eight week period for collecting spelling errors, the process of compilation was started.

Every misspelled word accompanied by its types of spelling

UHAPPER II

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Svery misspelled word secongaried by its types of spelling

errors on the individual pupil's file card was arranged in alphabetical order. After this was completed, all the words misspelled by the entire seventy-five pupils were arranged in alphabetical order.

During the process of compilation the following notations were made beside each word:

- 1. The number of times the word was misspelled.
- 2. The types of errors made.
- 3. The grade-level of the word which showed whether or not the word had been taught in the spelling curriculum, or if it would be taught by the completion of grade three, or if it was not listed in the spelling text.

Tabulation of spelling errors. Each word in the entire list of spelling errors was tabulated in the following manner:

- 1. The grade level of the word was noted according to the spelling text 3/ up to the time of the beginning of this study.
- 2. A word that was supplementary when the study was begun but would be taught later in the spelling text was noted.
- 3. A word not listed in the spelling text was classified as a supplementary word.
- 4. The total misspellings for each word were recorded.

The findings resulting from the preceding tabulation of each misspelled word were as follows:

1. Grade Level in Spelling Text of Words Misspelled by

^{1/} Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two and Grade Three, Boston: Ginn and Company, 1943.

^{2/} See Appendix

^{3/} Yoakham and Daw, Loc., cit.

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entine out of brow meet a second guillers to reliable to the tributer manner:

- I. The grade level of the word was noted decording to the spelling text 5/ up to the time of the beginning of this study.
- 2. A word that was supplementary then the study was begun but could be taught later in the spelling text was coted.
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 - 1. Irede Level to Spelling Feat of Nords Misspelled by
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2/ See appendix

5/ Yoslam and Daw, Loc., olt.

75 Third Grade Pupils.

- 2. Total Number of Different Words Misspelled in Written Material.
- 3. Words Most Frequently Misspelled by 75 Third Grade Pupils Arranged in Rank Order of Frequency.

From using the data dealing with the misspellings of the individual pupil compiled during the course of this study, the number of different pupils who misspelled the words of highest frequency was tabulated. This tabulation showed:

- 1. Word
- 2. Number of Different Pupils Who Misspelled Word
- 3. Total Misspellings of Word
- 4. Grade Level in Spellings Text to December 2, 1946
- 5. Grade III December 2 to June
- 6. Supplementary Outside Text

Analysis of spelling errors. The most frequent types of errors were tabulated from the compilation of data arranged in alphabetical order and containing the misspelled words with their erroneous spellings. The types of errors which occurred most often in this study and which were used in this analysis were those of:

- 1. Omission
- 2. Addition
- 3. Substitution
- 4. Transposition
- 5. Phonetic Spelling

The classifications used in analyzing these errors were the

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classifications most often used by research workers in the field of spelling errors.

Hollingworth's classification of spelling errors due to lapses included errors of omission, substitution, and transposition.

Book and Harter listed eighteen types of errors among which were omission, addition, substitution, transposition and phonetic spelling.

Mendenhall found the most frequent errors to be in omission and substitution of letters with phonetic errors ranking next most frequent.

Hildreth found many errors due to addition and transposition of letters and that phonetic errors are common among young children.

^{1/} Leta S. Hollingworth, The Psychology of Special Disability in Spelling, Teachers College Contributions to Education, No. 88. New York: Teachers College, Columbia University, 1918, p. 8.

^{2/} William F. Book and Richard S. Harter, "Mistakes Which Pupils Make in Spelling", Journal of Educational Research, 19:106, February, 1929.

^{3/} James E. Mendenhall, An Analysis of Spelling Errors, New York: Bureau of Publications, Teachers College, Columbia University, 1930, p. 5.

^{4/} Gertrude Hildreth, "Spelling Errors." The Implications of Research for the Classroom Teacher, Washington, D. C.: National Education Association, 1939, p. 162.

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^{2/} William F. Book and Michard D. Harton, "Mistelms Major inpile Make in Spelling", Journal of Managitanel Research, 10:106, Tebrusry, 1929.

^{3/} James H. Mendestrill, an Analysis of Smelling Strong, New York: Eureen of Publications, Technology College, College, College, 1910, 1930, p. 5.

A/ Gertrade Mildreto, "Spall's Strove." The implications of Pemerch for the Classicon Associ-

CHAPTER III

ANALYSIS OF DATA

The data were analyzed to determine:

- 1. The number of misspelled words to be taught later in Grade 3.
- 2. The number of supplementary words misspelled in comparison to the number of words misspelled that had been previously taught.
- 3. The relation of supplementary words misspelled to the total number of misspellings.
- 4. The misspelled words of highest frequency.
- 5. The number of words of highest frequency which were taught previously in the spelling text and the number of words which would be taught at a later date.
- 6. The number of different pupils misspelling the words of highest frequency.
- 7. The types of errors most prevalent in the most frequently misspelled words.
- 8. The implications of a study of spelling errors for the classroom teacher.

Table I indicates the level of the 861 misspelled words.

CHAPTER III

The data were analyzed to determine:

- 1. The number of minapelled words to be tangent later in Grade 5.
- -mos at believestr obtor yestronelogue to needed in comhad tent believes misspelled that had
 been proviously taught.
- 3. The relation of supplementary words misspelled to the total number of misspellings.
 - . You misspelled words of highest frequency.
- to words of bight transport frequency which were tempt to the number of words which would be taught at a later date.
- to abrow ent galllegesia slique inerellib lo redoun oil .0
- V. The types of arrors mest preventent in the most frequently
 - of The implications of a study of spoiling errors for the classroom teacher.

Table I indicates the level of the Bol misspelled words.

Table I

Grade Level in Spelling Text of Words Misspelled By Seventy-Five Third Grade Pupils

In text - Grade II Level	186
In text - Grade III * Level	30
Supplementary - Grade III *Level	174
Supplementary * *	471
Total	861

- * Grade III Level These words were taught in Grade III before the initiation of this study.
- * Supplementary Grade III Level These words would be taught later in Grade III, and after the initiation of this study.
- ** Supplementary These words were not contained in the spelling text.

This table shows the grade level according to the spelling 1/ of the number of different misspelled words in this study, the number of different words to be taught in grade three after the initiation of this study, which are referred to as Supplementary Grade III Level, and the number of different supplementary words or words not contained in the spelling text. The total, on this chart shows

^{1/} Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two, Grade Three, Boston: Ginn and Company, 1943.

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Trade Level in Spelling Text of Words Piespelled By Seventy-Five Third Grede Foulls

196	In test - Grode II level
00	Level * III abgrd - tret =1
FAI	Supplementary - Grade III level
T4.7	* * Treduced dink
199	Total

* Grade III seed - These words were taught in Grade III before the

Supplementary - Grade III level - These words would be taught later in Grace III, and after the initiation of this study.

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This table above the grade level according to the spalling test of the above the grade in this study, the number of the number of different words to be taught in grade times after the inthistion of this study, which are referred to an aupplementary drade
litterion of the number of different supplementary words or words
not contained in the spalling test. The total, on this chart above

I Carald A. Toeldum and Seward E. Daw, My Sinling, Grade ino, Grade Three, boston: Ginn and Company, 1945.

the number of different words misspelled over a period of eight weeks.

The total number of different words misspelled during this study were 861 and 471 of these words were supplementary words or words not located in the text.

The sum of the first two columns reveals that 216 words which had been taught previously were misspelled. These seventy-five pupils misspelled 471 supplementary words which is more than twice as many misspellings of supplementary words as words that they had been taught.

Table II shows the words most frequently misspelled arranged in rank order of frequency.

Table II

Words Most Frequently Misspelled By Seventy-Five Third Grade Pupils Arranged in Rank Order of Frequency.

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary- Outside Text
1. their	26	50	2		
2. Christmas	23	37		3 ^S	
3. would	20	34	2		
4. brought	19	24		3 ^s	
5. have	19	41	2		
6. house	19	36	2		

the number of different words misspelled over a period of eight weeks.

The total number of different words misspelled during this or above were supplementary words or words not located in the term.

The sum of the first two columns revenis that 216 words which had been taught previously were misspelled. These seventy-five public misspelled 471 supplementary words which is more than twice as many misspelliage of supplementary words as words that they had been taught.

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Words Most Proquently Misspelled By Seventy-Tive Third Grade Publis Arranged in Runk Order of Fracuency.

-elqqu2 -yzsinem enistu0 jxeT	Orade III Dec. 2 to June	Grade Level in Spelling Text to Dec.2,1946	Total Mis- Mis- spellings or Word	To redmont due to restrict only blique bellsquaid brown	Words
					l. their
					easteins .2
					B. would
					dignord .5
					5. Lave
					6. house

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary- Outside Text
7. they	19	28	2		
8. with	19	23	2		
9. clean	18	22		3 ^S	
10. fresh	18	18	- 3		S
11. shoes	18	18	2 .		S
12. badly	17	17	4	y	S
13. white	17	20	2		
14. your	17	28	2		
15. bears	16	16	3	21	
16. hurt	16	18	3		
17. people	16	21		3 ^S	
18. there	16	27	2	58	
19. him	15	16	2		
20. much	15	17	2		
21. puppy	15	16	à		S
22. very	15	18	2		
23. because	14	20		3 ^S	
24. down	14	20	2		
25. dress	14	19	2	30	
26. little	14	17	2		
27. teeth	14	14	2		

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Surgle- mentary- Ourside Text	Grade III Dac. 2 to June	leral ebend gaillegs at of fret Bec.2,1946	Level's	lifterent Purils Who Purils Who Whendalled Word	
		8	28	19	voits .V
					S. with
				18	9. clean
					10. fresh
				18	ll. shoss
					la. maly
					15. white
					14. your
		5			15. begra
					16. burt
				1.6	17. people
			, 63		arout .81
				1.5	19. him
					EG. much
				1.5	al. pappy
			18	15	EB. vorly
					23. bacause
		8			24. down
		S		14	25. drens
					SE. Little
					S7. tests.

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
28. bench	13	13	3		s
29. father	13	22	2		e.
30. fish	13	13		3 ^S	
31. could	12	16	2		8
32. like	12	20	2		
33. made	12	22	2		4-1
34. tall	12	12	2		
35. were	12	15	2		
36. before	11	12		3 ^S	
37. drink	11	12	2		
38. girl	11	16	2	57	
39. race	11	12		3 ^S	.8
40. said	11	13	2	100	8
41. sled	11	12	2	37	
42. them	11	13	2		
43. when	11	17	2	37.	
44. are	10	10	1 2		S
45. bear	10	11		32	S
46. heard	10	11 0		3 ⁸	
47. help	10	12	2		
48. jumped	10	10	l'is l'		S

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Surgle- mentary - Outside Text	Grede III bec. 2 to June	Grade Level in Spelling Text to Dec.2,1946	Total Mis- egallings Sport to	io reduction the transfer of walleys a light be flaganili broit	Words
8					88. bench
					rontel .es
					deft .08
					Bl. could
					32. like
					53. made
					M. tell
			15		S5. vere
					SG. before
			1.8		37. drink
			10		Prin .tm
			128		39. mace
		8	13		bies .02
		S	1.8	II	41. sled
					. mould .S4
			7.7		48. when
			10	10	sts .AA
			TE	DI	45. bear
	88		TI		46. heard
			3.5	OI	47. help
					48. jumped

Table II (cont.)

' Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary Outside Text
49. keep	10	13	2		
50. off	10	10	2		
51. pretty	10	14		55	S
52. trying	10	10			S
53. want	10	12	2		-
54. came	9	11	2	98	
55. floors	9	11			S
56. open	9	9	2		
57. saw	9	11	2		
58. school	9	14	2		
59. street	9	9		3 ^S	s
60. won	9	9			S
61. you	9	11			S
62. across	8	8		3 ^S	
63. bigger	8	9			S
64. beside	8	9		3 ^S	
65. brother	8	8	2		
66. build	8	9		3 ^S	
67. coming	8	8		3 ^S	
68. from	8	13	2		
69. lake	8	8	3		

Table II (cont.)

Supple- contaide Contaide Text	Dec. 8 Dec. 8 to June	Grade Level in Spalling Text to Dec.2,1965	latoT -aiM eputilers brow to	Number of Different Fugila Who Nerd Word	abro
				1.0	49. 1939
					110 .08
					51. pretty
	*			10	gmiyet .Sc
					dann .88
			LL		54. cema
			II		55. floors
			e		56, open
			II		waa . 73
					58, school
			6		59. street
8			e .	6	60. won
				9	61. you
					62. across
					55. bigger
	8g				64. benide
					65. brother
			6		66. build
					57. coming
			2.3	.8	68. from
		8			69, lum

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
70. live	8	13	2		
71. many	8	9	2		
72. skin	8	12		3 ⁸	
73. some	8	9	2		
74. am	7	8	2		10
75. cotton	7	8		3 ^S	
76. flew	7	8	P	3 ⁸	
77. head	7	8	3	oler of tree	
78. hope	7	11	The state of the s	3 ⁸	
79. houses	7	10			S
80. jump	7	10	2		
81. match	7	8			S
82. miss	7	9	2		
83. of	7	12	The second second		S
84. other	7	10	2		
85. wind	7	8	and testing to the	3 ⁸	
86. grew	6	8	3		
87. was	6	8		and in the	S
88. went	6	11	2		
89. done	5	9		3 ^s	
				6	

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plo- tary - aide t	Grade III Dec. 2 to June	Grade Level in Spelling Text to Dec.E,1946	letoT -aiM agnillega back lo	Nord Minder of M	
			I.S		PO. live
					71. many
	BB				ride .SY
					VS. some
					74. am
	38			8	75. cotton
					76. flew
		8		7	77. heed
	ag				78, hope
			10		79. houses
			10		gaut .08
					dotem .18 .
				7	asim .98
					10 .88
			TO	7	S4. other
	88				BB. wind
					86, grew
				9	87. was
			TT		fuew .88
	36				enob .00

Table II (cont.)

Words	Number of Different Pupils Who Misspelled Word	Total Mis- spellings of Word	Grade Level in Spelling Text to Dec.2,1946	Grade III Dec. 2 to June	Supple- mentary - Outside Text
90. morning	5	9	2		04 × 010=
91. teacher	5	8	2		
92. by	4	8	2	est frequent	
TOTALS			54	20	18

This table contains the words most frequently misspelled by seventy-five third grade pupils arranged in rank order of frequency. Ninety-two words were selected after carefully checking each word with its accompanying misspellings in the list of 861 different misspelled words. The words selected ranged in frequency of misspellings from fifty errors to eight errors per word.

The tabulation of the ninety-two misspelled words of highest frequency showed the number of different pupils who misspelled these words of highest frequency and the total number of times the word was misspelled.

The grade level of each word was indicated by a 2 or 3 for the number of the grade, 3^S if the word would be taught after the initiation of this study and S if a supplementary word outside the text.

It is interesting to note in this table the number of different pupils who misspelled the ninety-two words of highest frequency. For

Table II (cont.)

Supple- neathry - Vutside Fort	Oreds III Dec. 2 to June	Orede Lavel in Spelling Text to Dec.2,1946	latoT -sim applifings brow to		
		S	e		Bo. morning
					91. teacher
		3		b	92. 10
	08	48		1	SLITOT

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The tabulation of the minety-two misspelled words of highest frequency showed the number of different pupils who misspelled these words of highest frequency and the total number of times the word was misspelled.

The grade level of each word was indicated by a 2 or 3 for the number of the grade, 35 if the word would be taught after the initial attention of this study and 3 if a supplementary word outside the text.

It is interesting to note in this table the number of different purchase he minepelied the ninety-two words of highest frequency. For

example, the word their was misspelled fifty times by twenty-six different pupils.

The totals of the last three columns reveal that of the ninety-two misspelled words of highest frequency, 54 of these words had been previously taught in the spelling curriculum, 20 would be taught before the completion of grade three and the remaining eighteen were supplementary words.

Table III shows the classification of the most frequent errors in the words of highest frequency.

Table III

Classification of Most Frequent Errors in Words of Highest Frequency.

Word	Omission	Addition	Substitution	Transposition	Phonetic
their			thair		
have			hove	Lived	
Christmas			Christnas		
house	280			houes	
would				Descrip	wood
they	_		thay		
your	yor			to the last	
there	ther		hin		
brought	militar				brot
with	was:			wiht	
clean	clen				
father	shool	farther			

exemple, the tord their was misspelled fifty times by twenty-six

The totals of the last three columns revent that of the ninety-two misspelled words of highest frequency, 54 of these words had been are viously taught in the spelling curriculum, 20 would be taught before the completion of grade three and the remaining eighteen were supplementary words.

Classification of host Prequent Arrors in Words of Highest Prequency.

Phometic	Transposition			
0100110114		right		their
		hove		
			305	and
	thilly			
				medit:

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
made	mad				
people			bearin	peopel	
because	becuse				fleb
down			doun	form	
like	lik				
white	whit		1070		7
dress				sied	drees
fresh					frech
hurt	button		hunt		
shoes	shos		Artele		
very		veary	halp		
badly			badle		
little			20.59	littel	
much			nuch		
when	wen		Male		
bears			boll	baers	
could			cauld		
girl			o'mu	gril	
him	floor		hin		
puppy	pupy				
were	wer				
pretty	prtty		NOTE:		
school	shool		wat		

(.fcos) III oldar

Transposition		noissian	
	aurofi		
		lik	
			little
	bluso		
Ibu '			
	nin		miri
		priva	

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
teeth	teth				
bench	827		banch		
fish				boat	fich
from		-		form	
keep	kep	100	- June		
live			leve		
said	ex.			siad	
them			tham	95029	
before	befor				
drink	54615		drick		
help	higer		halp		
of	2176				○७
race			rase		
skin			sken		
sled	The sales		slad		
tall	niving		toll		
want			wont		
came			cane		
floors	floor				
heard	herd		1994		
hope	hop		apport		
saw			sow		
went	lutint -		want		

Teble III (cont.)

 			1	
noldiacquart	Eubetitution	noitibha	noissimo	
				nine
				List

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
you		lap	yow		
are	ar	nimina l			
bear			pottae	baer	
houses	Pour			houeses	
jump	100		junp		
jumped			junped	haed	
off	of				
other				othre	
trying	tring				
beside	besid				
bigger	biger				
build	bild				
done			dome		
many	This balls	thick shows a	mane	of the most fre	
miss	mis	Lightest from	mentary indianned	that the need :	
morning	moring	an Bords me	s orrane of our	erion, addition,	
open	Man Ventago	dylon, and	opin	ris ories.	
some	Altrona or a	hetitution (sone	in this analysi	
street	stret	of oplosion	Clare were 55	orrers of subst	
won	1 24 process	omission,	wun	sasponition, 7	
across	ens a server	er assition	acrost		
am			an		
brother	bother				

(.fico) III oldat

		TB	STE
	nigo		
			toents
			the ther

Table III (cont.)

Word	Omission	Addition	Substitution	Transposition	Phonetic
by	December of	bay			
coming		comeing		and the same in	emplie,
cotton	The seal many	no a list of	cotten	to trop of the	orition
flew	few	ve regile to	we third gre	ind fur a period	of -
grew	grw				
head	Carrier Street	Pallowing .	mentalia pan be	haed	es aunige
lake	detai -				lack
match	mach	I dinn the	t of the oth is	cepelled words,	176
teacher	techer	to taught a	ater in the thi	rd grade.	
Was	By De no	otering the	wos	scentery nords	nid-
wind	win	of order the	manyollings o	The words that	Yes

This table which shows a classification of the most frequent errors in words of highest frequency indicated that the most frequent errors in these words were errors of omission, addition, substitution, transposition, and errors of a phonetic nature.

Errors of substitution were most common in this analysis, followed by errors of omission. There were 35 errors of substitution, 34 errors of omission, 12 errors of transposition, 7 phonetic errors and 4 errors of addition.

Table III (cont.)

			brow
			700
		techer	rencher
		ntw	

This table which shows a classification of the most frequent errors in words of highest frequency indicated that the most frequent errors in these words were errors of emission, addition, substitution, transposition, and errors of a phonetic nature.

forces of substitution were most common in this analysis, followed by errors of omission. There were 35 errors of substitution, 54 errors of omission, 12 errors of transposition, 7 phonetic errors and 4 errors of edultion.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Purpose of the study. The purpose of this study was to compile, tabulate and analyze a list of spelling errors from all the written work of seventy-five pupils in two third grades for a period of eight weeks.

Summary. The following results can be concluded from the analysis of data:

- 1. Table I shows that of the 861 misspelled words, 174 would be taught later in the third grade.
- 2. In comparing the number of supplementary words misspelled with the misspellings of the words that had been previously taught, Table I indicates that there are more than twice as many supplementary words misspelled.
- 3. Table I also shows that almost half of the total number of misspelled words were supplementary words.
- 4. Ninety-two misspelled words of highest frequency were used for analysis in Table II. The frequency of misspellings for these ninety-two words ranged from fifty errors to eight errors per word.
- 5. The totals of the last three columns in Table II indicate that fifty-four of the ninety-two words of

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STOPE OF CONCUDENCES

nestite and analyse are the proper of this study was to commute the state of the st

Survive. The following results can be concluded from the snuly-

- 1. Table I shows that of the S61 misapelled words, 174 would be taught later in the third grade.
- -sim abrow wratnessingua to redmin ent animator of .9
 bed that abrow ent to expiling aim ent that believe end that the words that there end it indicates that there ere more than twice or many supplicantary words rduspelled.
 - letot ent le lien tearle tent avois osis I elder .5
- in the ty-two misspelled words of highest frequency were used for analysis in Table II. The frequency of mississings for these ninety-two words ranged from fifty errors to sight errors per word.
 - of the totals of the last three columns in Table II in-

- highest frequency were previously taught, twenty of the ninety-two words would be taught later in Grade III and eighteen were supplementary words.
- 6. The number of different pupils who misspelled each of the ninety-two words of highest frequency appear in Table II.
- 7. Table III shows the types of errors most prevalent in the ninety-two most frequently misspelled words.

 There were 35 errors of substitution, 34 errors of omission, 12 errors of transposition, 7 phonetic errors and 4 errors of addition.
- 8. Spelling errors occur frequently in supplementary words.
- 9. Errors were found in words or sentences which were copied directly from the blackboard.

Conclusions. The following conclusions and implications can be drawn from this study:

- 1. There is a definite need for class supplementary spelling lists as more than half of the misspelled words were not found in the spelling text.
- 2. Individual supplementary lists would be of much value to the pupil as the words on his list are words that he uses and spells incorrectly.
- 3. Many opportunities should be provided for the frequent use of these words in written work.

highest frequency were previously taught, twenty of the ninety-two words would be tengint later in Grede III and sighteen were supplementary words.

- believes in our aligner property to make the composition of the ninety-two words of bighest frequency appear in Table II.
- 7. Table III shows the types of errors most prevalent in the ninety-two most frequently misspelled words.

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 - presenting lists as more than half of the minspelling lists as more than half of the minspelling words were not found in the spelling
 text.
 - S. Individual supplementary lists would be of amon value to the pupil as the words on his list are vords that he uses and applie incorrectly.
 - 3. I'mny opportunities should be provided for the

- 4. The words in the spelling text do not adequately meet the needs of the pupil in his free writing.
- 5. There is little transfer from words that have been previously taught to the use of these words in written work.
- 6. There is need for a careful study of spelling methods in order to provide sufficient transfer of the pupil's spelling vocabulary to his free writing.

Suggestions For Further Study

- 1. Compare and study the spelling errors of two groups of children, one group using supplementary spelling lists and the other group using a basic spelling text to determine which group has the lowest percentage of errors and if the supplementary word list is of greater value than a basic spelling text.
- 2. Carry on an identical study to this in a different locality to discover if there is a difference in spelling needs as determined by locality.
- 3. Continue a study of this type for one year with one class to find only the words of highest frequency used by the largest number of pupils.
- 4. Give a spelling test containing the words that had been taught in the previous grade, to several different schools in the same system to find the percentage of carry-over from grade to grade.

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5. Carry on this study with three groups of selected pupils, one group with above average I. Q., the second group with average I. Q., and the third group with below average I. Q., to determine whether spelling errors are influenced by intelligence.

5. Corry on this study with three crosses of selected popular, one group with above eversee 1. 0., and the third second group with average 1. 0., and the third group with below average 1. 0., to determine whether exalting errors are influenced by intelligence.

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Key to Notations Preceding Words in Appendix
2 or 3 - Denotes grade level at which the word was
taught before this study was initiated.

- 3^S Denotes words taught in grade three after initiation of this study.
- S Supplementary words, or words not found in 1/
 spelling text.

	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
98	2 about	2	3 ^S	alike	2
	3 ^S across	8	S	all	2
	S address	1	38	always	4
	3 afraid	2	2	am	8
	2 after	3	S	America	5
	3 ^S aftermoon	5	S	and	1
	3 ^S again	2	S	animal	3
	3 ^S ago	- 1	S	animals	5
	3 air	. 1	3 ^S	another	1
	S alarm	1	2	any	1

^{1/} Gerald A. Yoakham and Seward E. Daw, My Spelling, Grade Two, Grade Three, Boston: Ginn and Company, 1943.

APPRICIO

Ney to Notations Preceding Nords in Appendix

Z or S - Donotes grade level at which the word was
taught before this study was initiated.

- So Denotes words teacht in grade three after initiation of this study.
- 8 Supplementery words, or words not found in spelling text.

-alW fefoT agnifiena brow rol			-aMA IstoT andillage brow rot	brow	
		36			
			8		88
	elymys		1 - 1		
	America		8		
					38
	enime				
	another		1	ris	

^{1/} Cerald A. Yoskham and Seward E. Daw, by Spelling, Grade Two, Grade Three, Boston: Ginn and Company, 1945.

*	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
3 ^S	anything	1	2	barn	2
S	apron	1	S	baseball	3
S	are	10	3	basket	1
S	arithmetic	3	38	bath	1
3	around	4	S	bear	11
S	arrow	1	3	bears	16
S	ashamed	1	S	beautiful	1
S	aspirin	1	3 ^S	became	1
S	at	1	3 ^s	because	20
3 ^S	aunt	4	2	bed	2
3 ⁸	awake	1	S	bedroom	2
2	away	3	2	been	1
S	babies	6	3 ^S	before	12
2	baby	1	38	began	1
2	back	6	3	bell	2
S	badly	17	S	belt	1
2	bag	2	S	bench	13
2	ball	5	3 ^S	beside	9
S	balloon	1	2	best	1
S	balls	1	3 ^S	better	3
S	bark	3	S	bicycle	3

MUNESA

-aid istor encilleds brow rol			-siW Into? epsiliege for sord		
5			1	monts	
	dtad				
	near				
	Brand				
			1		
			1		
	bed			jma ,	
1					
	bloyele		3		

Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
2 big	1	S	boxes	1
S bigger	9	2	boy	4
2 bird	3	S	bracelet	3 .
S birds	4	2	bread	3
3 ^S birthday	1	3 ^S	break	1
3 ^S bite	1	3 ^S	brick	2
S blackboard	1	S	bridge	2
S blew	1	38	bright	1
S blowing	1	2	bring	1
S board	4.	3 ^S	broke	4
S boards	1	S	broken	1
2 boat	1	2	brother	8
2 book	2	S	brothers	1
S bootie	1	35	brought	24
S boots	2	3 ^S	build	9
S Boston	1	S	built	6
3 ^S both	1	S	bulbs	3
S bottles	1	S	bumped	1
S bought	4	38	burn	2
S bowl	1	S	burned	2
2 box	2	S	burning	3

APPRIVIDEN.

Nord	-sim fator spailings brow rot			-eill lateT cycllings for nord
big	1	† 8		
bigger	6			
				. 8
yabifrid	1			
edid	Ţ			
brandinald	1			
plowing	1			
brand				
	I			
bootie	1			
			blind	5
	1		titod	
	1		adind	
				T
			mrod	
			purning	

	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
S	busy	2	S	cattle	1
S	but	3	S	caught	2
S	butterfly	1	S	celery	3
2	buy	1	S	cellar	4
2	by	8	S	cellars	1
3 ^S	cage	1	2	chair	1
S	calendar	1	S	chalk	1
2	called	1	S	changes	1
2	came	11	S	chase	1
S	candle	1	S	cheer	2
S	candles	3	S	cheese	2
2	candy	1	S	cherries	2
S	canoe	1	3 ^s	chickens	1
2	cap	2	3 ^S	child	1
2	car	1	2	children	4
S	cards	1	S	chimney	3
S	carriage	5	S	chocolates	1
S	carried	3	S	chop	1
S	carrot	1	3 ^S	Christmas	37
S	case	1	3 ⁸	church	2
3 ^S	catch	2	3	class	1

MILLIPETERA

Total Mas- spoilings for Mord	brow	rotal Mis- spellings for Word	brow	
			drd	
8				
		1		
1				
			calender	
	obase			
	cheer			
		I		
			cer	
	chimmey	1		
			beirrae	
		2	Journe	

Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
3 ^S clean	22	S	cousins	1
S cliff	1	3	cover	1
3 climb	2	S	covered	1
S climbed	4	S	crack	1
S climbers	1	S	cracked	1
3 ^S clock	2	S	cracker	2
S clothes	1	S	crashed	1
S clothing	1	S	crayons	1
2 coat	1	S	creature	1
S cocoa	2	S	cries	1
2 cold	4	S	cupboard	5
3 ^S color	1	3 ^S	daddy	1
S coloring	1	3	dark	2
S comes	3	S	days	2
3 ^S coming	8	S	decided	6
S company	3	S	decorate	2
S cook	2	S	decorated	1
S cornet	1	S	decorating	1
3 ^S cost	2	3 ^S	deep	1
3 ^S cotton	8	S	deer	1
2 could	16	38	didn't	1

XIIIIIIII

-all level agnillera browgel	proli		-ell lefol spailers brow sol	Irgo	
	revos				
				dmila	
	Mosto				
			I	gministole	
	-aeino				
	pasodens				
	deady				
	decided		8		
	degorete		5	COLLDSTA	
	decorated				
I		B.E.			
	deer			cotton	
Ţ	didn't				

, 1	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
S	died	2	2	dress	19
S	different	4	3 ^S	dressed	1
S	dig	2	S	dresses	1
S	digging	1	2	drink	12
2	dinner	1	3 ^S	drop .	1
3 ^S	dirt	4	S	dropped	3
S	dirty	1	S	drowned	2
S	dishes	3	S	drowning	1
S	doctor	1	3 ^S	drum	2
2	does	4	S	drums	1
2	dog	5	2	duck	1
2	doll	7	S	dumped	1
3 ^S	dollar	1	S	dyeing	1
S	dolls	3	2	each	2
3 ^S	done	9	3 ⁸	early	5
3 ^S	don't	1 2	3 ^S	ears	1
2	door	1	S	easily	5
S	doors	1 2	2	eat	3
2	down	20	S	eating	1
S	downstairs	2	S	electric	1
S	drawing	1	S	elm	1

XIMMEISA

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Woo	rd	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S	engineer	1	3 ^S fence	2
S e	enough	2	S field	7
S e	erector	1	S fifty	2
3 ^S 6	evening	11.1	2 fill	1
2 6	ever	2	S filled	1
2 6	every	7	3 ^S find	2
S e	everybody	1	2 fine	1
S e	excited	1	S finger	2
3 ^S 6	eyes	1	S fingers	1
3 ^S i	Cairy	2	S finished	1
2 í	Call	1	2 fire	3
S f	Calling	1	S fireman	1
S f	Camily	1	S fireplace	6
2 f	car	11	2 first	6
2 f	Cather	22	3 ^S fish	13
S f	Cavorite	2	3 ^S fit	1
3 ^S f	ced.	1	2 five	1
S f	reeding	2	S fixed	1
3 ^S f	Ceel Ceel	1	S fixing	10 10
2 f	Ceet	1	2 flag	2
3 f	Cell	2	S flashlight	1

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rish		redist	
benil	3		
		fell	

	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
3 ^S	flew	8	S	frightened	1
S	flies	1	2	from	13
3 ^S	floor	1	3 ^S	front	2
S	floors	11	S	fruit	1
S	Florida	1	S	fruits	1
3 ⁸	flower	1	38	full	1
S	follow	1	2	fun	1
S	followed	1	3 ^S	funny	1
3	food	2	3 ^S	fur	5
3 ⁸	foot	1	S	furs	1
S	football	5	3 ⁸	game	6
2	for	6	S	games	2
S	forest	3	S	garage	2
3 ^S	forget	1	3 ^S	garden	6
S	forgotten	1	2	gave	1
3 ^S	found	1	2	get	5
2	four	2	S	gets	1
S	fresh	18	3 ^S	getting	3
53	Friday	1	2	girl	16
s ³	friend	3	S	girls	4
38	friends	1	S	gives	1

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	gamag				
				forest	
		38	1		
			1	formd	
16					

·		Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
·	S	glasses	1	3 ^S hanmer	1
	S	goat	1	S hammered	1
	2	goes	5	S handkerchief	1
	2	going	1	3 ^S hang	1
	2	gone	1	S happier	1
	3 ⁸	goodbye	1	3 ^S hard	2
	S	goose	1	S harder	3
	2	got	4	2 has	3
	2	grade	1	S hat	2
	S	grand	1	S hate	1
	3 ^S	grass	5	2 have	41
	S	grazing	1	3 ^S having	1
	3 ^S	great	1	3 ^S head	8
	3	grew	8	S health	3
	3 ^S	ground	4	3 hear	2
	3 ^S	grow	2	3 ^S heard	11
	3 ^S	guess	2	S heart	1
	S	gun	1	S heat	1
	S	gunning	1	S heated	3
	2	had	7	S heavy	2
	3 ⁸	half	2	S hello	3

XICHIEFEA

-all latoT egallings for nort			Total Mis- spellings for Word	Nord	
	hammer				
			1		
		38	1		
			I		
			1		
				gun	
			8		

· APPENDIX

	Word	Total Mis- spellings for Word	W	ord	Total Mis- spellings for Word
2	help	12	2	how	5
3 ^S	helped	3	S	hunted	2
2	her	3	S	hunter	1
S	herd	1	S	hunters	3
S	hiding	3	S	hunting	1
3	high	1	3	hurt	18
2	hill	1	S	hurts	1
2	him	16	3 ^S	ice	2
S	himself	1	S	inches	1
2	his	3	S	Indians	5
3 ^S	hit	5	S	invited	1
3 ^S	hole	2	S	is	4
2	home	6	S	January	4
S	homes	5	S	jar	1
3 ^S	hope	11	S	jeep	2
S	hopped	3	S	jockey	4
2	horse	7	2	jump	10
S	horses	1	S	jumped	10
S	hours	6	2	just	2
2	house	36	2	keep	13
S	houses	10	S	keeps	5

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	homse				OI
					13

	Word	Total Mis- spellings for Word	Word	Total Misspellings for Word
3 ^s	kept	2	S liked	4
S	kill	2	3 ^s likes	4
S	kitchen	2	S lipstick	1
S	kitten	1	S listen	1
3	knew	2	S listened	1
S	knock	1	2 little	17
S	knocked	2	2 live	13
2	know	3	3 lived	3
3	lake	8	S lives	5
S	lapping	1	S loaf	1
S	larger	1	S locked	1
S	lasso	3	S locket	1
3	late	1	S log	1
S	lawn	1	S logs	5
3 ^S	left	2	2 long	6
S	let's	1	2 look	3
3 ^S	leave	1	S looking	1
S	leaves	2	S lots	2
3 ^S	light	5	S loud	1
S	lights	1	2 love	3
2	like	20	S lovely	1

	-aft Island with love stone ach		
		2014	
2 live			
igol			

W	ford'	Total Mis- spellings for Word	Ţ	Nord	Total Mis- spellings of Word
s	loves	1	3 ^S	might	1
3	lunch	2	S	mile	1
S	mad	2	2	milk	6
2	made	22	3 ^S	mine	3
S	magic	1	S	minute	2
2	mail	1	2	miss	9
2	make	4	3 ^S	missed	3
S	makes	1	S	mittens	1
3 ^S	making	2	3 ⁸	money	1
2	man	1	S	months	1
S	mantle	2	S	moon	1
2	many	9	2	more	4
S	marbles	1	2	morning	9
S	marsh	1	2	most	2
S	match	8	2	mother	5
S	me	1	S	motor	1
S	meat	1	S	mountain	6
2	men	1	S	mountains	4
S	merry	1	S	mouse	1
3 ^S	met	2	S	movies	2
S	mice	1	2	much	17

-aid late? epoliteda brow to	byoti					"Antoli"	
			1				
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	nintain						
	movies						

W	ord	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
2	must	1	S	not	3
S	my	5	S	note	1
3 ^S	myself	1	3 ^S	nothing	2
S	nail	2	2	now	7 1
S	nailed	1	S	number	_ 1
3 ^S	nails	3	S	nurse	_ 1
2	name	4	S	nursery	1
S	named	2	S	of	12
S	naughty	2	2	off	10
2	near	6	S	on	4
3 ^S	nearly	3	3 ^S	once	3
S	necktie	2	2	one	3
S	neckties	4	2	only	1
S	needs	2	2	open	9
2	nest	7	S	opened	6
3 ^S	never	1	2	other	10
2	new	6	3 ^S	outside	2
2	nice	4	2	our	7
2	night	3	2	over	3
3	north	1 5	S	package	1
3 ^S	nose	5	3 ^S	paint	2

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	other			never	
			4		
		8			

Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
3 ^S pair	4	S	piece	4
S pansies	1	S	pieces	1
S pants	2	S	pile	1 1
3 ^S paper	12	S	Pilgrims	7
S papers	2	S	pilot	3
S parts	3 1	3 ^S	pink	5
3 ^S party	4	S	pint	1 3
S passed	2	S	pioneers	1
S patted	1	38	place	4
S paw	1	S	planes	1
S paws	1	2	play	2
S peas	1	3 ^S	played	2
S pecans	1	S	playing	1
S peck	2	2	please	6
3 ^S people	21	S	Plymouth	1
2 pet	6	S	poem	2
S pets	1	S	polar	6
Spicnic	1	S	poles	2
S picture	1	S	policeman	1
S pictures	5	S	pony	1
3 ^S pie	101	S	porch	6

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	piece				89
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Ţ					
				pack	
	роеш				
	ralog		1	pets	
	aeloq		I.	pionic	
	policemen		1		
T	Loul				

Wor	*đ	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
S I	costman	1	S	raced	101
S	ootato	1	S	radio	111
S I	oound	1	S	rags	1
S I	powder	1	2	rain	1
S	resent	7	S	raised	3
s I	presents	2	S	rake	2
SI	rettier	1	2	ran	3
s i	pretty	14	S	rattles	1
S I	rincess	2	2	read	11
SI	rize	1	3 ^S	ready	1
3s I	null	4	3 ^S	real	1
S I	rulled	3	S	really	1
s I	puppies	1	S	reindeer	2
s r	puppy	16	S	replied	1
s r	oushed	1	2	ride	4
2 I	put	4	S	rides	-1
s r	outting	10 1	S	riding	1
S g	ueerly	1	S	rifle	2
S g	uickly	1	3 ^S	right	1
s r	abbit	3	3 ^S	ripe	1
3 ^S r	ace	12	S	robe	1

Boston University
School of Education

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				putting		
	rifle					
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Ī	Vord	Total Mis- spelled for Word		Word	Total Mis- spelled for Word
S	rock	3	S	saved	4
S	rocks	7	2	saw	11
S	rod	1	S	says	5
S	rode	1	S	scampered	2
2	roll	2	S	scarf	1
S	rolling	1	2	school	14
S	roof	5	S	scratch	2
2	room	4	S	see	2
38	rope	1	S	seeds	1
S	ropes	1	2	sell	1
S	rubbish	1	2	send	1
S	rung	1	S	serves	1
S	runners	1	S	sewing	1
S	running	1	S	shoe	6
S	saddle	1	S	shoes	18
3 ^S	safe	1	S	shepherds	1
2	said	13	S	shirt	1
S	sandwiches	2	S	shirts	1
S	Santa	3	S	shopping	6
S	Santa Claus	2	3 ^S	short	2
3 ⁸	Saturday	1	3 ^S	should	1

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	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
S	shovel	3	S	sliding	6
2	show	1	S	slip	1
2	sick	1	S	slippers	5
38	side	1	38	small	2
3	silk	1	2	snow	6
S	silver	2	S	socks	1
2	sister	6	3 ^S	soft	1
S	skating	3	S	softly	1
S	skates	4	S	soldier	2
S	ski	2	2	some	9
38	skin	12	3 ^S	something	5
S	skins	3	S	sometimes	1
S	skis	5	2	soon	2
2	sky	1	3 ^S	sorry	2
2	sled	12	S	spelling	2
S	sledge	2	S	spinach	1
S	sledges	1	3 ^S	spring	1
2	sleep	6	S	squash	2
S	sleigh	1	S	squirrel	5
S	sleighs	1	S	stairs	2
S	slide	3	2	stay	1

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	exions			
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	sometimes			
	Ration			
	gaillegs			
	Lerriups			
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ŴĊ	ord	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
3 ^S	stayed	1	S	strings	1
S	steam	2	3 ^S	strong	1
S	stewed	1	S	stronger	2
3 ^S	stick	2	S	stuck	4
S	sticking	1	S	studying	1
S	sticks	4	S	submarine	1
S	stocking	7	S	sugar	1
S	stomach	1	3 ^S	suit	3
3 ^S	stone	1	2	summer	1
S	stones	5	3 ^S	supper	1
3	stood	2	S	sweater	1
S	stool	2	S	switch	1
S	stopped	1	S	table	3
2	store	5	2	take	3
S	stories	5	S	taking	1
2	story	2	3 ^S	talk	1
3 ^S	street	9	2	tall	12
S	streets	1	3 ^S	teach	2
S	stretch	2	2	teacher	8
S	stretched	1	2	teeth	14
3 ^S	string	1	S	telephone	1

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	supper			senota	

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S tepee	1	2 time	4
S test	1	S times	1
3 ^S than	3	S tipped	3
2 that	5	S toe	2
S the	3	S together	3
2 their	50	2 took	2
2 them	13	S tools	1
2 then	3	3 ^S tooth	1
2 there	27	S toward	1 8
2 they	28	2 town	2
S thing	. 1	S toys	2
2 things	5	S tracks	1
2 think	3	3 train	4
3 ^S third	1	S tramping	1
S thirty	1	2 tree	1
2 this	1	3 ^S tried	6
S thought	1	S tries	1
S through	7 -	S trim	6
3 ^S throw	2	S trimmed	1
3 ^S tied	5	S tripped	1
S tight	2	3 truck	1

		rotal Mass spellings for Word	bac	
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1	bequist			

Word	Total Mis- spellings for Word	Word	Total Mis- spellings for Word
S trucks	1	S waist	1
S trying	10	S wakes	1
S tube	1	3 walk	1
S tunnel	3	S walking	1
2 turkey	4	2 want	12
3 ^S turn	2	3 ^S wanted	4
S turned	1	S wants	5
S twenty	1	3 warm	3
S twigs	2	S was	8
2 two	2	2 wash	1
3 ^S until	1	3 watch	5
S up	1	2 water	4
3 ^S use	4	2 we	2
3 ^S used	7	3 ^S wear	2
S vacation	1	S weather	1
2 very	18	S weave	3
S village	1	S weigh	2
3 ^S visit	1	2 well	2
S visited	1	2 went	11
S visiting	1	2 were	15
3 ^S wagon	1	S western	1

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	Word	Total Mis- spellings for Word		Word	Total Mis- spellings for Word
2	wet	1	S	won	9
S	whales	1	S	wondering	1
2	what	3	S	woodcutter	1
3 ^S	wheel	2	S	wooden	1
2	when	17	3 ^S	wool	4
2	where	5	S	woodpecker	2
3 ^s	which	6	3 ^S	wore	2
3 ^s	while	1	2	work	1
S	whist	1	3	world	1
S	whistle	3	S	worm	1
2	white	20	S	worse	3
2	who	2	2	would	34
S	wiggle	2	S	wrap ,	1
2	will	4	S	wreaths	1
3 ^S	wind	8	S	wrong	5
3 ^S	window	4	3 ^S	yard	1
3 ^S	winter	7	3 ^S	yesterday	1
2	wish	1	s S	you	11
S	wishing	1	S	young	1
2	with	23	2	your	28
S	woke	2	S	you're	1
S	wolves	5			

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